



Ministry of Education



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ARTSSMARTS SASKATCHEWAN GRANT PROGRAM APPLICATION PACKAGE

Deadline: November 1

The *ArtsSmarts Saskatchewan Grant Program* offers schools and their communities a chance to enhance arts-related activities that are linked to educational outcomes through partnerships with professional artists. The goals of the program are to increase access to meaningful artistic activities, nurture creative thinkers and foster a lifelong interest in the arts. The term “the arts” includes all arts disciplines: dance, drama, literary, visual, music, media and multidisciplinary arts.

The program encourages project partners to be innovative in the development of inquiry-based learning opportunities for students. Content for the arts comes from many different sources. In addition to educators and professional artists, involvement of professionals from all sectors is encouraged – historians, business people, biologists, ranchers, miners, etc. The involvement of community groups also is encouraged as a way to connect school and community.

The Saskatchewan Arts Board invites applications from partnerships that include an elementary or secondary school, a professional artist or group of artists, and a community partner. The lead partner making the application will be the education partner (teacher, teachers or school).

APPLICATION PACKAGE CONTENTS

	<i>Page</i>
Program Information	1
Appendix A: TreatySmarts Initiative	5
Appendix B: Past Projects	6
Application Form	7
Application Guide	10

**Contact the Program Consultant well in advance of the deadline
to discuss the application and program requirements:**

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Program Consultant – Arts and Learning

(306) 787-4659

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Toll free in Saskatchewan: 1-800-667-7526



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ARTSMARTS SASKATCHEWAN GRANT PROGRAM PROGRAM INFORMATION

Deadline: November 1

Grant Amount

Maximum grant available: \$7,500.

Projects are required to provide a minimum of 25 percent of the total project budget (in-kind or cash) from other sources. ArtsSmarts funds may not be used for purchasing equipment for the school (e.g., kilns, computers or band instruments).

The demand for ArtsSmarts grants generally exceeds available financial resources. The Saskatchewan Arts Board may not be able to provide grants to all the recommended applicants or to provide grants in the amounts requested.

What's New in Recent Years

Those who have applied for ArtsSmarts grants in the past will notice a few changes:

- A \$500 planning subsidy is being offered in addition to the total grant amount. This is to provide additional planning time once you find out your grant application has been successful. The money can be used for artist fees and expenses, and teacher release time.
- In 2007, we began asking each project to have a broad research question related to teacher practice in the arts. Based on the success of that addition to the program, we are now asking project applicants to think also about a more specific inquiry question(s) that will focus the project for students. The planning subsidy will help provide time to refine these questions.
- In 2008, we requested more focused documentation of the projects as an alternative to a traditional project-end report. We provided a PowerPoint template as a tool for gathering and recording documentary information. This template will be provided again to successful applicants, along with notification of their funding. The intention is that it be filled out as the project progresses, rather than at the end of the project.
- Applications are now accepted only from projects with schools/teachers as the lead partner. Experience has told us that there is a greater chance of achieving lasting impact if project planning progresses with full input from the teacher(s) who will be carrying out the project. This does not mean that project ideas cannot originate with another partner. However, that partner must go to the school(s) and establish a working relationship with the education partners before the application deadline.

Special Exploratory Initiative: TreatySmarts

In 2009 an exploratory initiative called TreatySmarts was included in the program. (See Appendix A for further information.) The purpose is to encourage arts-based inquiry projects related to Treaty topics, concepts and understandings. Such projects will be tied to provincial curriculum objectives and the document *We Are All Treaty People: Treaty Essential Learnings*, released by the Office of the Treaty Commissioner in 2008 and approved by the Saskatchewan Ministry of Education as a resource.

The adjudication criteria will be the same as for all other ArtsSmarts applications. Please note that the focus of a TreatySmarts project is still engagement in the arts.

Call the Program Consultant at the Arts Board if you need planning assistance for this exploratory initiative.

Eligibility

Eligible:

ArtsSmarts Saskatchewan encourages applications from partnerships that include:

- A teacher, group of teachers or school
- A professional artist or artists
- A community partner or partners with an area of expertise related to the project, or a community organization with an interest in school-community connections (e.g., a community library or cultural association).

See Appendix B for brief descriptions of past projects and their partner groups.

Eligible Partners:

Eligible education partners:

- Individual teachers or small groups of teachers
- Provincial schools
- Band schools
- Private schools using the Saskatchewan arts education curriculum.

Eligible professional artists:

- Artists who have completed training in their discipline through formal studies or apprenticeships, who maintain a professional practice, and who display or present their work in a manner recognized by peers in their art form.

Eligible community partners:

- Arts organizations such as art galleries or theatres
- Amateur or volunteer arts groups
- Businesses
- Cultural associations or festivals
- Any community group that is recognized as having a role in the life of the community.

If you are uncertain about eligibility of any potential partner, please contact the Program Consultant at the Saskatchewan Arts Board.

Ineligible:

- Programs that are commonly within a school's offerings. ArtsSmarts is intended for special, innovative projects that enhance students' learning through an inquiry process and allow collaboration with professional artists.
- Projects that do not compensate artists for their work
- Projects undertaken before the deadline date
- Applications not delivered or postmarked on or before the deadline date
- Incomplete, illegible or unsigned applications
- Applicants who have outstanding reports for any previous grant received from the Saskatchewan Arts Board.

Roles

The following points provide a guide for partners in defining their roles for the application.

Education Partner(s):

- Ensure that the project is sound and appropriate from an education perspective
- Identify arts education curriculum themes and objectives or learning outcomes that will be addressed during the project, in addition to objectives or outcomes from other content areas
- Assume responsibility during the course of the project for classroom management and the learning program
- Ensure that artists remain involved as per mutual agreement and are paid according to the terms agreed upon
- Participate fully as collaborators and co-learners throughout the project.

Artist Partner(s):

- Engage students, teachers and others involved in the creative process
- Support students, teachers and others involved in the project in their development of knowledge and skills in the arts
- Participate in the project as a collaborator and mentor to students and teachers.

Community Partner(s):

- Raise awareness with the community about the project and the arts
- Contribute to the project according to their own expertise and resources
- Provide access to the community and community resources.

Repeat Projects

If your project is a repeat or continuation of a previous project, explain in your detailed project description why this is important.

Adjudication

A panel of jurors with appropriate expertise assesses the applications against the adjudication criteria through a competitive process.

Adjudication Criteria:

- Artistic merit
- Impact of the project on students, teachers and the school environment
- Planning and strength of project partnership.

Preference will be given to applications that:

- Reflect a high level of professionalism in the arts through the artist partner(s)
- Reflect clear communication among partners in the planning
- Reflect innovation in the project development and planning
- Give clear consideration of how the project fits in with the learning program and curriculum objectives in arts education and other subject areas
- Reflect an appreciation for the value of inquiry-based learning
- Define roles and responsibilities of the partners
- Foster links between schools and community resources.

ARTSSMARTS SASKATCHEWAN GRANT PROGRAM

APPENDIX A:

Exploratory Initiative – TreatySmarts

Contact the Arts Board’s program consultant for assistance in conceptualizing a TreatySmarts project. The consultant will be able to help you connect with other consultants, treaty knowledge experts and artists as required.

Purpose

- To provide students in Saskatchewan with opportunities to explore treaty topics, concepts and understandings through arts experiences and partnerships with professional artists.

Projects

- Projects will be ArtsSmarts projects with links to curriculum outcomes or objectives from Arts Education and any other subject area.
- Projects will be designed as inquiry-based projects exploring treaty topics, concepts and understandings through the arts.
- Projects will include professional artists and people who are knowledgeable about First Nations content, perspectives and worldviews. Experts may include artists and elders/traditional knowledge keepers who work in partnership with the teacher and artist(s).
- Projects must be relevant artistic explorations of treaty topics, concepts and understandings, with at least one partner who can guide the exploration in an authentic manner.

Curriculum Connections

Teachers are expected to draw outcomes and objectives from their curriculum documents. The following link will be useful in identifying appropriate outcomes and objectives: <http://k-12treatyeducation.gov.sk.ca/about/>, then click “Curriculum Links”.

The document *We Are All Treaty People: Treaty Essential Learnings* will also be a useful resource. (Office of the Treaty Commissioner, 2008). Contact the Arts Board’s program consultant if you are unable to locate a copy.

Project Partners

- The partners will be the same as for all ArtsSmarts partners, with the addition of a partner(s) who can guide the treaty explorations.
- Schools should follow appropriate protocol when involving First Nations elders and knowledge keepers.
- Artists involved in TreatySmarts projects will often be First Nations artists, but not necessarily since “we are all treaty people”.
- Project partners should adopt the attitudes of co-learners.

Recognition

As well as the Recognition of Funders requirements described in Program Information, TreatySmarts grant recipients also will acknowledge the assistance of the Office of the Treaty Commissioner (www.otc.ca) and the Ministry of Education, First Nations, Métis and Community Education Branch.

ARTSMARTS SASKATCHEWAN GRANT PROGRAM

APPENDIX B: Past Projects

Brief Project Descriptions

Beechy School worked with a percussionist to make drums for the school and then explore some of the techniques and traditions of world drumming. The area community band was the community partner. The band and drum students performed together at a community concert.

Broadview High School worked with a number of artists involved in different aspects of film/video production to conduct workshops and engage teams of students in a 24-hour film festival. The school hosted a community banquet and film festival to showcase the students' films. Broadview School Community Council was the community partner.

Davidson Elementary School worked with a writer and an illustrator to explore literacy skills and the artistry of illustration. Palliser Regional Library was the community partner.

Evan Hardy Collegiate in Saskatoon worked with First Nations dancers and musicians to investigate connections between First Nations and Western arts. The Saskatchewan Indian Cultural Centre was the community partner.

Lampman School worked with visual artists and local trades people to create a courtyard sculpture to commemorate the "spirit of youth" in Lampman. The cement and glass sculpture is a work of outdoor public art, accessible to the community.

Maverick High School in Swift Current worked with two musicians and a video artist to explore songwriting and develop original student music for a public cabaret night in the city's historic Lyric Theatre. The Art Gallery of Swift Current was the community partner.

Raymore School worked with a ceramic artist to bring generations, communities and cultures together in creating a collaborative work of art. The Raymore Centennial Committee was the community partner.

Riverview Colony School worked with a visual artist to explore ways that the natural surroundings could be reflected in functional floor mats for the school.

Rossignol School in Ile-a-la-Crosse partnered with the Saskatchewan Cultural Exchange Society and a Métis fiddler to introduce the students to fiddling and cultural traditions.

Scott Collegiate in Regina worked with two theatre artists to help students create their own drama, which became a part of a larger school and community dinner theatre. The University of Regina and Globe Theatre were the community partners.

Val Marie School partnered with the Prairie Learning Centre and a singer-songwriter to explore the natural environment of Grasslands Park as inspiration for song writing. The students created a song to be performed with the community choir.

White Cap Dakota School students worked with a multidisciplinary artist to learn about Dakota history and culture, and share their knowledge of what they learned. White Cap Dakota Nation was the community partner.



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ARTSSMARTS SASKATCHEWAN GRANT PROGRAM APPLICATION FORM

Deadline: November 1

- Read the Program Information, Appendices and Application Guide before beginning this Application Form.
- Please respond to all questions (as applicable) and complete the Application form in black ink or type.

PART 1: APPLICANT INFORMATION

Applicant Legal Name (name of school):

Name for Cheque Issue (if different from above):

Applicant Mailing Address:

Phone:

E-mail:

Fax:

Website:

Contact Person:

Contact Position:

Phone:

E-mail:

Principal Name:

PART 2: GRANT INFORMATION

TreatySmarts Initiative:

This application is for a TreatySmarts initiative (check one): Yes No

Artistic Discipline (check all that apply):

Dance Literary Media Multidisciplinary Music Theatre Visual

Grant Request (maximum \$7,500): \$

PART 3: PROJECT INFORMATION

Project Dates: From _____ to _____
(Day/Month/Year) (Day/Month/Year)

Project Location:

Short Summary of Project:

In the space provided below, write a simple, concise statement that describes the proposed project.
(Maximum 25 words.) **Note: Do not write this statement on a separate page.**

Detailed Description of Project:

Attach a detailed description of the project that includes:

- School profile
- Project goals
- Description of the project activity
- Curriculum connections
- Project impact
- Project documentation and evaluation plan

PART 4: RESEARCH AND INQUIRY QUESTIONS

Teacher Research Question:

Student Inquiry Question:

PART 5: PARTNER INFORMATION

Attach information about each of the partners involved in the project.

For each partner, provide the partner's name and role in the project. Partners include:

- education partner (teacher or teachers)
- artist partner(s)
- community partner(s)
- other (such as TreatySmarts partners).

PART 6: BUDGET

Attach a budget that lists all revenue and expenses related to the proposed project.

Note: The budget must balance (total revenue must equal total expenses).

PART 7: ARTIST SUPPORT MATERIAL

Attach support material as described in the Application Guide.

PART 8. DECLARATION

Part A:

I, the undersigned, certify that the statements and information contained in this application are accurate and complete.

I agree to direct all questions concerning the results of this application to the Saskatchewan Arts Board.

Part B:

I, the undersigned, understand that if this application is successful, the applicant will receive a cheque for the approved amount. By cashing this cheque, the applicant agrees to:

- **provide the Saskatchewan Arts Board with a revised budget if the approved grant amount is less than the requested amount**
- **spend the money as proposed in the budget**
- **use the \$500 planning subsidy to facilitate a planning meeting of project partners before the project begins**
- **consult with the Saskatchewan Arts Board about any major changes to the project that become necessary including significant budget revisions**
- **acknowledge the ArtsSmarts Saskatchewan Grant Program funding partners when possible and appropriate**
- **provide the Saskatchewan Arts Board with a final report on the supplied template, including a financial report that explains how the grant was spent.**

Signature

Name (*print clearly*)

Date

ARTSMARTS SASKATCHEWAN GRANT PROGRAM APPLICATION GUIDE

Part 1: Applicant Information

Applicant Name – Name of School

- The applicant must be a teacher, group of teachers or a school.
- The applicant assumes responsibility for the application and reporting requirements.

Name for Cheque Issue

- This will be the name the grant cheque will be made out to, should the application be successful. It is usually the school but please check with your principal and school division office.
- Please call the Arts Board program consultant if it is not possible for the cheque to go to the school or school division.

Name of Contact Person

- The contact person is the person the Arts Board can contact if the need arises. Contact is most often by e-mail.

Part 2: Grant Information

TreatySmarts Initiative

- Indicate whether the application is for this special initiative by checking yes or no.

Artistic Discipline

- Check the artistic discipline or disciplines that apply to your project.

Grant Request

- The maximum grant amount is \$7,500.
- The grant request can be any amount up to the maximum and will depend on the needs of the project.
- It is not necessary to apply for the additional \$500 planning subsidy. If the application is successful, this additional grant will be paid to cover teacher release time and additional artist honouraria and travel expenses. It is expected that project partners will make every effort to get together for planning before the project's start.

Part 3: Project Information

Project Dates

- Provide the start date and end date of your project.
- Typically, the project dates will be between January 1 and June 30.
- Projects cannot begin before the grant deadline of November 1.
- If the project begins in November, be aware there is no guarantee that the application will be successful or that funding will be available.

Project Location

- Indicate the location of the project.

Short Summary of Project

- Provide a brief description of your project (maximum 25 words) in the space provided. The Arts Board will use this for its records and for publicity purposes. DO NOT ATTACH THIS STATEMENT ON A SEPARATE PAGE.

Detailed Description of Project

The detailed project description should be completed as an attachment to the application form. It should include the following:

School Profile:

- Tell the ArtsSmarts jury panel about your school. E.g.: Who are the students? What is your community like? What is the school's experience with arts education?

Project Goals:

- Tell us what you hope to achieve through the project.

Description of the Project Activity:

- Describe how you see the project unfolding.
- Describe the project in such a way that the jury panel can envision the project and understand what will happen in the classroom or other space.
- Include a timeline.
- If the project is to happen in stages, describe the stages.

Curriculum Connections:

- Tell us how the project will connect to provincial curriculum outcomes or objectives in arts education and other subject areas. Many ArtsSmarts projects integrate arts education and another subject such as science or social studies, although not necessarily.

Project Impact:

- Tell us how you think the project will affect student learning, the environment in the school, the relationship between school and community, the students' attitudes toward the arts, the effect on teacher practice in the school, etc.

Project Documentation and Evaluation Plan:

- Explain how you will assess the progress of your project toward answering your teacher research and student inquiry questions.
- How will the project be documented (process and product)?
- At what stages will you reflect on the questions?
- Who will be involved?
- What tools might you use?
- How will you keep track of reflections?
- How will students be involved?

Part 4: Research and Inquiry Questions

For assistance in formulating a research or inquiry question, please call the Arts Board's program consultant.

Teacher Research Question

ArtsSmarts projects are learning opportunities for all involved. Teachers in particular have told us that their projects have had a major impact on their teaching practice and the way they view the arts in the classroom. We now ask teachers to formalize the experience by developing a "research question" before the project begins. The question provides a focus for teachers to document the project in order to help them reflect on the project and its effect on their practice. As a teacher, what are you curious about related to this project?

Examples of Teacher Research Questions:

- Can a visual artist help the school community understand the importance of the physical environment to learning and well-being?
- Can a dance artist help me to encourage students with physical disabilities explore movement as an art form?
- Can my partnership with a professional writer encourage students to become passionate about books and reading?
- How can a professional composer of classical music help teachers and students who do not play musical instruments appreciate what is involved in music composition?
- Can incorporating into my teaching a contemporary art form such as hip hop or sound poetry encourage students to understand that their own unique ideas are important and worthwhile?
- Can a professional dancer give me the confidence to try to incorporate dance as an art form into my teaching practice?
- What can a professional theatre artist do to help us as a school make parents and other community members feel welcome in our school?
- How can a contemporary video artist help me and my students examine the concept of conflict?

Student Inquiry Question

ArtsSmarts projects are collaborative inquiry learning projects. The partners and students work together within a learning context to develop and express ideas through the languages of the arts. Formulating the inquiry question can focus the learning experience for all involved. This question may be refined along with the partners and students as the project progresses. Questions can come from the arts education curriculum or from any subject area.

Examples of Student Inquiry Questions:

- What does identity mean and how can people express their own unique identity through dance?
- What is metamorphosis and how can the concept be explored through songwriting?
- Why does nature inspire so many lyrical poets?
- How can music express the essence of our community?
- Why is so much contemporary visual art humorous?
- What is the relationship between a public art gallery and people in a community?
- How can we develop a new media project that expresses how the space shuttle missions changed what we know about Earth?
- How can drama help us understand how the flu epidemic of 1918 affected Saskatchewan?

Part 5:
Partner
Information

Attach information about each of the partners involved in the project. For each partner, provide the partner's name and role in the project. Partners include:

- education partner (teacher or teachers)
- artist partner(s)
- community partner(s)
- other (such as TreatySmarts partners).

Part 6:
Budget

Attach a budget that lists all revenue and expenses related to the proposed budget.

- See sample budget on next page.
- *Note: the budget must balance (total revenue must equal total expenses).*

Revenue

Include:

- Grant request amount.
Note: the ArtsSmarts grant cannot be more than 75 percent of the total revenue.
- Planning subsidy (\$500).
Note: The planning subsidy will be received automatically if the project is approved for an ArtsSmarts grant.
- Cash contributions from partners or businesses in the community.
Note: Additional cash contributions might come from the school or school division, a local business, ticket sales, fund-raisers, other grant sources, etc.
- In-kind contributions (*include these in both revenue and expenses*).
Contributions from sources other than ArtsSmarts can be in-kind rather than cash. For example, the community might donate space in the community centre for a public performance of a student drama production. If the usual hall rental fee is \$50.00, this is an in-kind donation. Show this on the revenue side as a \$50.00 in-kind contribution and on the expense side as a \$50.00 expense. The same is true of materials that are donated, such as paint from a local hardware store.

Expenses

Include:

- Payments to artists.
The ArtsSmarts program maintains a commitment to paying artists for their time as professional resources in schools. It is recommended that artists be paid a fee of no less than \$45/hr or \$300 day. A set amount for the project may be determined using these guidelines.
- All expenses related to the \$500 planning grant. Eligible expenses include:
 - Teacher release time and a fee/expenses for the artist(s) to attend the meeting
 - Expenses for other partners to attend. If partners cannot attend in person, they can be paid for the time spent on a conference call.
- All other project expenses, both cash and in-kind.

Do not include a fee for the teachers' time – it is intended that ArtsSmarts projects will fit into regular classroom activity.

Sample Budget

Revenue	
ArtsSmarts Grant	
ArtsSmarts Planning Subsidy	500.00
School Contribution	
Other <i>(list)</i>	
Total Revenue	
Expenses	
Artist Fees <i>(include planning time and in-class time)</i>	
Materials Costs <i>(over and above what would normally be provided by the school)</i>	
Planning Meeting <i>(attach budget note explaining costs)</i>	
Other <i>(list)</i> <i>(e.g., rentals, advertising, etc.)</i>	
Total Expenses	

Part 7: Artist Support Material

This is an important piece of your application. The jury panel members may not be aware of the work of the artist(s) involved with your project and cannot assess the artistic merit of the project without this support material.

Include the artist's artistic resume and a sample of his/her work.

- The sample of the artist's work can be slides, CD, DVD, website URL, video, writing sample, etc., depending on the art form.
- The artist will be able to provide assistance. If the artist is unsure about what to include, contact the Arts Board's program consultant for further information.

Support Material – Instructions:

- Submit only one copy of the Application Form and all support material that can be scanned (e.g., paper, photographs), flash drives and CDs containing JPEG files.
- Submit four copies of any support material that cannot be scanned or compiled (e.g., DVDs, CDs, etc.). **Ensure all CDs, DVDs, etc. are readable.**
- Submit one copy of slides used as visual artist support material.
- Label each item with grant program name, applicant name and deadline date.
- Attach a Support Material Index that lists all of the items that are included as support material. Indicate the number of copies submitted for each item.
- DO NOT submit CDs or DVDs that contain both audio/visual support material and text (*provide these separately*).
- DO NOT use staples, folders, sub-folders, page protectors, binders, etc.
- DO NOT send original works of art.

Support Material – Instructions:

The Saskatchewan Arts Board does not accept:

- audio cassettes
- VHS tapes
- any type of presentation (e.g. PowerPoint)
- files sent by e-mail.

Note:

- The Saskatchewan Arts Board's computers are Windows-compatible only.
- The Saskatchewan Arts Board makes every effort to handle and return support material safely; however, it is not responsible for the loss of any material.

Part 8:
Declaration

A representative of the school should read and sign the declaration. This may be the contact person or the school principal.